

DOMINICAN UNIVERSITY *of* CALIFORNIA

Public History Program

BAY AREA MIGRATION POST WORLD WAR II

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BAY AREA MIGRATION HISTORY: POST WORLD WAR II

Vital Information

Context of Site:

Aboard the Matthew Turner ship, students will not only gain access to a new view of the Bay Area but also learn about the Bay's migration history. The topic of migration will be covered from World War II to present day (2020).

Overview:

Unit Topic: Migration History to the Bay Area (Post World War II)

Grade Level: 11th Grade

Lesson Subject(s): Migration History

Key Words: African American migration, the Bracero Program

Lesson Abstract — The lesson covers the different parts of Bay Area migration history throughout different time periods. The main focuses of this lesson are the migration time periods for African American and Braceros, their experience of migrating to the United States for a better living and job opportunities. Having an activity where students get to look at different Primary and Secondary Sources, enables students to reinforce their knowledge and understanding of research and writing skills. Aside from that, students will also have the opportunity to listen to a podcast that provides an engaging but short history of the African American migration and The Bracero Program. The podcast also implements short video clips of this time period. Overall, this lesson plan does an amazing job at addressing the state standards for eleventh grade students, and covers a very wide range of history that is underrated in many curriculums.

Lesson Topics: Bay Area Migration Post WW II : African Americans and The Bracero Program.

Key Concepts & Standards

Big Ideas & Essential Questions

Exploring and understanding the migration patterns from various groups to California will provide insight to migration push and pull factors during the post-WW II era. Students will be learning about the second wave of African American migration from 1940-1970 and explore foreign policy relations between the United States and Mexico with the Bracero Program formed in 1942.

1. What does the term immigration mean?
2. Why do people immigrate to another country?
3. Describe foreign relations between the United States and Mexico?
4. How did Jim Crow affect the lives of African Americans?
5. What are the debates surrounding immigration?

Learning Outcome(s)

Students will analyze oral history from Braceros and African Americans who migrated to the Bay Area and identify the importance of migration to the United States.

Students will also analyze different types of materials—primary sources and secondary sources) and think critically about the role of immigration in the U.S and impact on migrants.

Students will learn and understand the diverse perspectives of migration in the United States, that each person has different reasons for coming and a unique story. The underlying goal is for students to understand that the United States is a nation of immigrants with a variety of backgrounds.

Standard(s)

There will be multiple learning standards covered in this timeline.

Covering the migration of African Americans will be translated into the following learning standards 11.4 and 11.5.

11.4 Students will analyze the rise of the United States to its role as a world power in the twentieth century

11.5 Students will analyze the major political, social, economic, technological, and cultural developments of the 1920s

11.5.7 Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

Covering the Bracero Program will cover the following learning standards 11.8 and 11.9.

11.8 Students analyze the economic boom and social transformation of post World War II America.

11.8.2 Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.

11.9 Students analyze U.S. foreign policy since World War II.

11.9.7 Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

Pre-Lesson

Materials & Resources

Materials: Pen or pencil, worksheets, access to watch video in class

Teachers: Print the following worksheets (vocabulary and questions) for students to keep the necessary vocabulary list and answer questions regarding the images and videos shown in the pre-lesson.

Video citations:

Craig Sherod. "The Braceros at 80." YouTube. YouTube, January 21, 2009.

<https://www.youtube.com/watch?v=oxEZrpcJpSU>.

Gates, Henry Louis. "The civil rights movement". Black History in Two Minutes, Youtube, February 14, 2020. <https://www.youtube.com/watch?v=9ppTiyxFSs0>

PDF'S list:

[Vocabulary](#)

[Primary and Secondary Sources Activity](#)

Implementation

Students will look at images and listen to videos of oral histories. They will take notes and answer the questions provided on the worksheet.

Assessments

Students will work on the worksheets and write a reflection of what they learned from the videos.

Once completed, the teacher will collect responses and grade students based on the rubric.

[Grading Rubric](#)

Ship Activity (30 minute)

Materials & Resources

A podcast link will be provided to the teacher, who will share it with the classroom. This podcast will talk about the migration periods of African Americans and The Bracero Program.

The transcript PDF will be provided to the teacher and any student if needed.

[Podcast](#)

[Podcast Transcript](#)

[Ship Activity](#)

Implementation

Once the students had listened to the podcast, place students in groups and have them reflect on what they learned with 3-4 students.

Assessments

Once students listen to the podcast and fill out the worksheet that goes along with it, they will have an opportunity to understand the history and summarize. Once students complete these activities they will be free to enjoy the ride on the Matthew Turner!

Teachers should collect worksheets and grade them using the provided rubric.

[Grading Rubric](#)

Post Activity

Materials & Resources

Pen or pencil

Worksheet for every student

[In Class Reflection](#)

Implementation

Students will participate in an in-class reflection. They will answer the questions and share with a partner. Then open the discussion for the entire class.

Assessments

Students will work on the post activity and write a reflection of what they learned from the videos. They will share with partners then have an open discussion with the entire class.

Once completed, the teacher will collect responses and grade students based on the rubric.

[Grading Rubric](#)

Reflection

For the reflection portion of this lesson plan students will have an in-class reflection, where they will answer questions about the lesson that occurred before boarding the Matthew Turner. Students will have to share their answers with a partner, and then have an open discussion with the whole class. In class reflection worksheet will be provided above.

Appendices

PDF of all Materials combined: [11thGradeMaterials](#)

San Francisco History Podcast: Click [here](#) to listen!

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Individual Research Papers

Jennifer Moreno David: [Bay Area Migration Post WW II : African Americans](#)

Katya Palacios: [Bay Area Migration Post WW II : The Bracero Program](#)

Bay Area Migration Post WW2: African Americans

Jennifer Moreno David

HIST 3901

Dr. Jordan Lieser

November 02, 2020

Once World War II was over it created a landmark for migration history, the war created new lifestyle changes to everyone. This included African Americans, they had created a world of their own in the South, but that all changed once new opportunities arose in jobs up North in the Bay Area. From 1910 to 1970, six million African Americans migrated out of the south to other parts of the country. Historians consider it the largest internal movement of any group in American history. Hundreds of thousands of those migrants came to the Bay Area.¹ This was creating a new era of culture and history to be added, African Americans were fleeing from southern racism. Coming to the Bay they had to face discriminatory housing laws and poor weekly wages.

Before African Americans even settled into San Francisco, the places they moved into were first vacant by Japanese Americans. On February 19th, President Franklin D. Roosevelt signed Executive Order 9066 that sets in motion the eviction and incarceration of 110,000 Japanese Americans living on the West Coast. Most Japanese-Americans living in the Western Addition are sent to Tanforan Racetrack (now a shopping mall) near the San Francisco International Airport, to be processed and moved to camps around the western United States.² This created the area that was occupied by Japanese Americans in San Francisco to become a ghost town. Later around 1943, African Americans began to migrate from the South to work in Bay Area shipyards and other war industries, moving into the Fillmore housing left vacant by the interned Japanese Americans. By 1945, some 30,000 African Americans were living and working in San Francisco.³ During this time period African Americans were trying to make the

¹ The Great Migration of African Americans to the Bay Area
<https://goldenstatswarrior.substack.com/p/the-great-migration-of-african-americans>

² The Fillmore Timeline 1860-2001
<https://www.pbs.org/kqed/fillmore/learning/time.html#top>

³ The Fillmore Timeline 1860-2001
<https://www.pbs.org/kqed/fillmore/learning/time.html#top>

Fillmore District and other areas of San Francisco (Hunters Point) their new home. They began to open dozens of nightclubs: The New Orleans Swing Club, Club Alabam, Jackson's Nook and The California Theater Club. In a photograph found in the book called *A Dream Begun So Long Ago The Story of David Johnson* written by Jacqueline Annette Sue, there is a series of photographs where you see African Americans smiling, enjoying their time at the nightclub. They look full of life and are living in the moment, they definitely had a sense of style and good taste in music.⁴

In an interview with David Johnson, he spoke about his upbringing as an African American in the U.S. and how he ended up migrating to San Francisco. To begin with David Johnson was born in Jacksonville Florida in 1926, as a child he was not taken care of by his mother. He was given to Alice Johnson, she became his "mama" this created an early stage of abandonment from his birth mother. In his book it says "Seven years old is a pivotal age window in my life. Through my childhood revolving door, a combination of both reliable as well as irresponsible adults are coming and going... My birth mother didn't love me enough to keep me- I feel unworthy."⁵ This created a poor living environment for David, but yet he was happy to be with someone who actually cared for him. As David grew up he had to collect some rags and old newspapers to sell and earn a few pennies to help out in any way. With the few pennies he did earn he bought himself an old camera, this is where he knew he had a passion for photography. Once David was old enough to join the Navy, he was drafted immediately. It was an easy/harsh way to get a good paying job in that time period. After retiring from the Navy, David chose photography as his career. It all started with David writing a letter to Ansel Adams to express his interest in applying to the school "The California School of Fine Arts" in San

⁴ Sue *A Dream Begun So Long Ago*, 110-113

⁵ Sue *A Dream Began So Long Ago*. 17

Francisco in the Department of Photography. This was just the beginning of his amazing career, he became Ansel Adams's first African American Student. "One day, I take my camera, light meter, and tripod and climb a building scaffold. Setting up my equipment about four stories up, perching precariously on an unstable landing, I take a photograph that will, fifty year later, become an historical San Francisco street scene, Set in black and white, looking down Post and Fillmore Streets, the photograph sets in time the Number 22 Fillmore streetcar, vintage automobiles, people crossing the street, and the future Fillmore auditorium." ⁶ Here is a clear description of an amazing photograph taken by David Johnson himself, never did he think this picture was going to become part of San Francisco History.

As years passed by, African Americans were starting to move from urban/busy cities back to the suburbs in the south. "The fact is African Americans desire the same things that all Americans want for their families: employment opportunities with well-paying positions that can keep up with—or stay ahead of—the cost of living; the chance to own affordable homes in safe neighborhoods; quality options for educating our children; and the social and cultural amenities that make it all worthwhile. Right now, the South, more than any other region of the country, is living up to that promise" ⁷ This became a trend within the African American community, many families would stay, while others would go back "home". In San Francisco housing for African American families became expensive. Many stayed in the Fillmore district, while others moved to Bayview Hunters Point. This district was fairly cheap to live in and was abandoned by the Navy Shipyard.

Hunters point used to be a commercial shipyard in 1870, it was later bought by the Navy in 1940. This purchase was made a year before the attack on Pearl Harbor. The shipyard was

⁶ Sue, *A Dream Begun So Long Ago*. 42

⁷ Hocker, C. (2005, May). Black Migration in Reverse. *Black Enterprise*, pp. 40.

used from 1940-1974 and was called the San Francisco Naval Shipyard. Once it was deactivated it was renamed Hunters Point Naval Shipyard. In 1994 this shipyard left many people unemployed. In the article by Mitchell H. Katz says, “The shipyard that once served as a source of income was designated a Superfund site, and it and many other industrial facilities polluted the air and water of the newly underemployed community.”⁸ This was devastating because the price of living in San Francisco went up and many people had to leave and find a new job. As a result through the years of 2000-2012, the majority of residents in the Bayview were primarily African Americans. Bayview Hunters Point was considered one of the poorest neighborhoods in San Francisco. In the article by Mitchell H. Katz states, “Poor neighborhoods are more vulnerable to external factors that are detrimental to health; pollution and poor housing can exacerbate many pre existing health problems.”⁹ This was only something that the people were already living in but didnt have a choice. In 2012, the Process of demolition in Bayview Hunters Point began. It destroyed many homes to become new homes to other families.

It was going to be an extra cost to move out and find new housing. In the article “Housing Blooms at once-toxic Hunters Point shipyard site” by Peter Firmrite it says, “We are writing several wrongs- we are building affordable housing, cleaning up a superfund site, bringing in retail, hiring local contractors and subcontractors, and building all this inclusionary and affordable housing,”¹⁰ This is all very true, affordable housing was built, but it was built for those who didn't have somewhere nice to live and did not have a good job. Of course this

⁸ Katz, M. (2006, September) Health Programs in Bayview Hunters Point & Recommendations for Improving the Health of Bayview Hunters Point Residents. *San Francisco Department of Public Health*.

⁹ Katz, M. (2006, September) Health Programs in Bayview Hunters Point & Recommendations for Improving the Health of Bayview Hunters Point Residents. *San Francisco Department of Public Health*.

¹⁰ Firmrite, P. (2015, June) Housing blooms at last at once-toxic Hunters Point Shipyard site. *San Francisco Chronicle*.

housing caught people's attention because of the pricing, but no one was aware of the "toxic and radioactive dust particles" that were left there. These people were living in a "forgotten neighborhood", during these times more people were coming to the city for jobs and prosperity and needed somewhere to live. This housing created a home for thousands of people for many years until gentrification hit Bayview Hunters Point.

This leads to the next topic: gentrification, these new apartments that were built in the navy shipyard began to be constructed in March of 2015. These new apartments are called "shipyard condos" Before the condos were built, this area was considered the ghetto of San Francisco; this housing got destroyed in order for the new apartments to be built. Many families fought for this not to happen because it would mean they would have nowhere to live. The options they were given were: get kicked out forcefully, get offered money to move out on your own, or get moved to new housing somewhere else, mostly likely out of San Francisco. You may ask who these new apartments were offered too? They are offered to the middle class that works in the financial district, it was convenient for many people who used to commute from outside of San Francisco. An example of this is found in the San Francisco Chronicle, "New Hunters Point condos affordable, for S.F." by J.K Dineen. This article mentions a couple, Ryan and Angela Lyles. It says, "Ryan and Angela Lyles were sure they would never be able to afford a place in San Francisco. For a year, the couple has spent five hours a day on the traffic-choked freeway commuting from their home in Morgan Hill to their jobs at Salesforce in downtown San Francisco."¹¹ People wonder why these apartments weren't offered to the people who used to live there before? It is because these people can't offer this housing even if they use housing vouchers or welfare. The "shipyard condos" are offered to people who can actually pay for it, for

¹¹ Dineen, J.K. (2015, March) New Hunters Point condos affordable, for S.F. *San Francisco Chronicle*

example the middle class who works in the financial district. In order for families to come into the new housing they had to enter a housing lottery. An example of this was said in NBC Bay Area: Alice Gutierrez was one of the few families that came back. In the article by Joe Rosato Jr. it says, “The walls of Alice Gutierrez’ brand new living room were decorated with pictures of her sons... she was among families winning a lottery to move into the new Hunters View development.”¹² This is important to notice because in a way it gives the families that were kicked out a chance to live in the neighborhood again. But on the other hand, they have to enter a housing lottery to even be given a chance to live in the apartments.

In the next article by Lindsey Dillon, she states how “Brownfield redevelopment as an generalized urban strategy signals a new historical conjuncture, in which the twentieth century’s industrial wastelands— environmentally degraded, economically divested, and often racially marked—have emerged as sites of investment, resignification, and value formation. Estimates for brownfield sites nationwide range between 450,000 and 1 million (Environmental Protection Agency 2012; Herberle and Wernstedt 2006.”¹³ This is significant to point out because it describes how the shipyard was impacted both environmentally and economically. A lot of landscape was destroyed in order to get the perfect land. The only natural part that is left of the shipyard is the beautiful view of the San Francisco Bay. This view is what is being held as a benefit to living in this new property. A lot of money went into development, a lot of land was destroyed in order for these buildings to be placed on top of. The developers want to create new living out of these places, that ment investing more money into a broken place and risk it all for a better future.

¹² Rosato, J. (2017, June) New Future for Bayview-Hunters Point Neighborhood. *NBC Bay Area*.

¹³ Dillon, L. (2014, October) Race, Waste, and Space: Brownfield Redevelopment and Environmental Justice at the Hunters Point Shipyard. *Department of Geography, University of California*.

In conclusion, the migration of African Americans has come a long way. As historians, it is our job to communicate and explore the history of migration. The topic of African American migration is connected to the learning outcomes of 11th grade material. 11.4: Students trace the rise of the United States to its role as a world power in the twentieth century. Subsection 5: Analyze the political, economic, and social ramifications of World War I on the home front. 11.5: Students analyze the major political, social, economic, technological, and cultural developments of the 1920s. Subsection 7: Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape. The rich history of the Bay Area revolves around the different cultures and ethnicities.

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<https://www.pbs.org/kqed/fillmore/learning/time.html#top>

Bay Area Migration Post WW2:
The Bracero Program

Katya Palacios
HIST 3901
Dr. Jordan Lieser
October 26, 2020

World War II marked a new change in migration history. The war caused a tremendous labor shortage. The labor shortage impacted the agricultural and transportation industries. The solution: labor programs. At the time, thousands of Mexican immigrants lived in California without U.S citizenship. Then came the Bracero Program, a guest worker labor program started by President Franklin Delano Roosevelt in 1942, at the start of World War Two. The United States and Mexico signed an agreement to bring Mexican workers to fill jobs in agriculture and transportation. From 1942 to 1964, over 4.6 million contracts were signed, with many individuals returning several times on different contracts, making it the largest U.S. contract labor program.¹⁴

Before reaching an agreement, the Mexican government did have concerns. The Mexican government wanted to address four major issues before making an agreement:

1. Mexican workers were not to serve in the U.S. military.
2. Mexican workers were not to be subjected to discrimination on or off the job.
3. Mexican workers were to be guaranteed transportation to and from their destinations, decent living conditions in the United States, and repatriation at the end of their contract periods, in accordance with Mexican labor laws.
4. Mexican workers were not to be used to replace American domestic servants or to reduce wage levels.¹⁵

Eventually, both governments reached a final on August 4th, 1942.

While the Bracero Program has occupied all throughout the Californian coast, the Bay Area has received thousands of Braceros. In Oakland, California, the majority worked on the

¹⁴ “The Bracero Program.” UCLA, Accessed on October 16, 2020, <https://www.labor.ucla.edu/what-we-do/research-tools/the-bracero-program/>

¹⁵ “Bracero Program.” Immigration to the United States, Accessed October 26, 2020, <https://immigrationtounitedstates.org/389-bracero-program.html#:~:text=Significance%3A%20Initiated%20because%20of%20farm,workers%20dislocated%20by%20the%20war.>

Southern Pacific Railroad doing maintenance. Others worked in Shipyards like Todd shipyard and Kaiser Shipyard in Richmond.¹⁶ They lived in camp sites or living quarters in the Point of Oakland. The West Oakland population had grown from the influx of guest workers. There were different opportunities for workers in the agricultural and railroad sector. Railroad workers were able to enjoy the job mobility and flexibility (location and work assignments) compared to farm laborers.¹⁷

As American soldiers came back from the war, politicians and reform organizations attacked the program in the 1950s, President Eisenhower labor secretary James P. Mitchell had administrative authority over the guestworkers and hoped to improve prospects for American farm workers. According to Andrew J. Hazelton in “Farmworker Advocacy through Guestworker Policy: Secretary of Labor James P. Mitchell and the Bracero Program” the wartime mobilization allowed Mexico to demand guarantees that its citizen-workers would not be exploited. Braceros would receive “prevailing wages” that American farmworkers accepted for the same work, and growers could not employ braceros in areas where they would have an “adverse effect” on local labor.¹⁸

At the end of the war, many Braceros had lost their rightfully earned income and benefits. They were exploited and never received the proper recognition they deserved. Numbers of mass raids and deportations of Braceros occurred 12 years after the programs launch, named Operation

¹⁶ Maritza Ortiz. “Braceros in Oakland: The Untold Story.” The Latino History Project-Oakland Museum of CA, Accessed on October 16, 2020, http://explore.museumca.org/LHP/maritza_braceros2.htm

¹⁷ “World War II Homefront Era: 1940s: Bracero Program Establishes New Migration Patterns.” Picture This- Oakland Museum of California, Accessed on October 16, 2020, <http://picturethis.museumca.org/pictures/bracero-workers-repair-railroad-track-southern-pacific-line-oakland-california>

¹⁸ Andrew J. Hazelton. “Farmworker Advocacy through Guestworker Policy: Secretary of Labor James P. Mitchell and the Bracero Program.” *Journal of Policy History* 29, no. 3 (July 2017): 431–61. doi:10.1017/S0898030617000185. <https://dominican.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=poh&AN=124123561&site=eds-live>

Wetback in 1954. The INS crackdown from 1954-1955, Operation Wetback, used military style tactic to remove Mexican migrants from the U.S. Thousands of U.S citizens and non citizens were sent to different parts of Mexico by bus, boats and planes. Today, it is still unknown how many were deported under the program.¹⁹ At the time, there was a high number of anti-Mexican sentiment and harsh portrayals of Mexican immigrants. This is quite similar to President Donald Trump's remarks about Mexican migrants during the 2016 election.

The Bracero Program had not only made an impact during and after WWII, but decades later. The program has become the foundation for today's number of migration to California. Reasons for the migration patterns are caused by the many economic opportunities that migrants seek. According to the Migration Policy Institute, Mexican immigrant population in the U.S hit the turning point in 2010. The number increased every year between 2010 and 2017, but there was a decline in 2014. Despite being the largest foreign born group in the country, the Mexican immigrant population shrank from 11.6 million to 11.3 million, a 300,000 difference.²⁰ Data from the US Census Bureau from 2012-2016 shows the Bay Area (San Francisco-Oakland-Hayward) with about 248,000 immigrant populations from Mexico.²¹

So what were the implications that came from the Bracero Program? Not only had the unfair treatment of Braceros caused civil protest from civil rights and farm labor activists. People like Cesar Chavez and Dolores Huerta spoke about the gross mistreatment at the hands of U.S. employers. The mixed reaction made its way to Congress. A letter addressed to California Representative Augustus F. Hawkins from Richard Sussman, the State Chairman for the Americans Veterans Committee, states Mr. Sussman and his convention their opposition to HR

¹⁹ Erin Blakemore. "The Largest Mass Deportation in American History." History, March 23, 2018, <https://www.history.com/news/operation-wetback-eisenhower-1954-deportation>

²⁰ Jie Zong and Jeanne Batalova. "Mexican Immigrants in the United States." Migration Policy Institute, October 11, 2018, <https://www.migrationpolicy.org/article/mexican-immigrants-united-states-2017>

²¹ Jie Zong and Jeanne Batalova.

5497 which proposed to extend the bracero program for two more years.²² Another letter addressed to Rep. Hawkins from Thomas L. Pitts, a correspondent from the California Labor Federation, AFL-CIO, also urged Hawkins to vote against extending PL 79, the Bracero Program. Mr. Pitts suggested a legislative program that would place farm workers on an equal footing with other Americans.²³

In an interview with Clair Engle, a Democratic member of the California Senate elected in 1936, and a member of the United States House of Representatives, from California's 2nd district, from 1943-1959, he discussed congressional action on the Bracero Program.²⁴ The main purpose of the conversation was to discuss the many bills the Senate had passed to take care of the children of the migrant workers and to provide the necessary facilities and educational opportunities. At the time of the interview, Congress had shut down the Mexican Farm Labor Program that permitted the braceros to come work. He said the country needs to create a better situation for America's farmers with a stable workforce that would not need the help from braceros. He wasn't sure whether the program was dead, the only topic that was discussed was the renewal year(s). Everything takes adjustments, whether it's about renewal or training the American workforce.

The photographs that I found throughout my research, show the faces of labor. Some show happiness, probably unaware of the history being made. Braceros did the job when others couldn't and that still applies today, as the world struggles through a pandemic. According to the Center for Migration Studies, 69 percent of all immigrants in the labor force and 74 percent of

²² "Letter, 1963 May 22, San Francisco, California to Honorable Augustus F. Hawkins, House of Representatives, Washington, D.C." Calisphere, Accessed on October 7, 2020, <https://calisphere.org/item/ark:/13030/hb338nb409/>

²³ "Letter, 1963 May 9, San Francisco, California to Honorable Augustus F. Hawkins, Washington, D.C." Calisphere, Accessed on October 7, 2020, <https://calisphere.org/item/ark:/13030/hb68700957/>

²⁴ Clair Engle. "Braceros." California State University, Chico, Meriam Library, Accessed October 26, 2020, <https://californiarevealed.org/islandora/object/cavpp%3A21253>

undocumented workers are essential infrastructure workers, compared to 65 percent of the native-born labor force.²⁵ The oral history I found was an interview with Juan Topete. Mr. Topete crossed into the United States through Mexicali, Mexico. From his arrival, he paid a man \$125 to take him to Oakland, California where he worked for the railroad. When applying for the Bracero Program, Mr. Topete recalled the lengthy process, the long waiting times, transportation, and vaccination. While living conditions were not the best, other Braceros like Juan found entertainment in playing cards and attending local dances. While the program did end years later, Juan was able to secure citizenship and help his wife gain status as well.²⁶

At the policy level, President George W. Bush proposed changes to US immigration policy that would focus on the core principle—meeting the nation's labor market needs—should be realized through new, large-scale temporary worker measures. One of the lasting effects is that it helped institutionalize networks and labor market relationships between Mexico and the United States which has become the foundation of illegal migration from Mexico.²⁷ In 2002, Representative Luis V. Gutierrez introduced H.R. 4918, the Bracero Justice Act of 2002. The policy sets forth rules for cases in which an eligible claim is brought against the United States, Mexico, or certain financial institutions alleging failure to pay money owed to workers participating in the labor importation (bracero) program between January 1, 1942, and January 1, 1969.²⁸ According to a *San Francisco Chronicle* article, Jorge Macías included that at least \$32 million was deducted from the workers' wages and put into Mexican savings accounts under the

²⁵ Donald Kerwin, Mike Nicholson, Daniela Alulema, and Robert Warren. "US Foreign-Born Essential Workers by Status and State, and the Global Pandemic." Center for Migration Studies, Accessed on October 17, 2020, <https://cmsny.org/publications/us-essential-workers/>

²⁶ Interview with Juan Topete by Grisel Murillo, 2006, "Interview no. 1318," Institute of Oral History, University of Texas at El Paso. <https://scholarworks.utep.edu/interviews/1318/>

²⁷ Doris Meissner. "U.S Temporary Worker Programs: Lessons Learned." Migration Policy Institute, March 1, 2004, <https://www.migrationpolicy.org/article/us-temporary-worker-programs-lessons-learned>

²⁸ "H.R. 4918 Bracero Justice Act of 2001." Library of Congress, Accessed on October 6, 2020, <https://www.congress.gov/bill/107th-congress/house-bill/4918>

labor agreement. The agreement states that the workers would receive their money once they returned to Mexico. However, many of the workers couldn't read and were unaware of the deductions.²⁹

The Pew Research Center has reported the number of immigrants from El Salvador, Guatemala and Honduras rose from 2007 to 2015,³⁰ while Mexico's numbers have declined. Of the 3 million immigrants from the three nations (also known as the Northern Triangle) about 55 percent were unauthorized. From post-WWII to 2020, migration patterns to the United States and the Bay Area have changed. Even with restrictive policies that have separated families in detention centers, thousands of migrants, specifically from El Salvador have sought refuge in major cities like San Francisco. Migration push and pull reasons (economic and violence) nearly remain the same from 60 years ago and today. Immigration keeps the Bay Area population (specifically San Francisco) growing despite the growing number of locals leaving.

In conclusion, while some parts of history may be controversial, it is our duty as historians to right the history that was painstakingly made decades ago. In connection with the learning outcomes, the Bracero Program will flow with the 11th grade materials as it examines the relationship between the United States and Mexico. It would fall under 11.9: Students analyze U.S foreign policy since World War II, subsection 7: Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues. There is no limit when it comes to understanding and learning about history. The Bay Area has changed since its discovery, cities are blooming in

²⁹ Jorge Macías. "Time running out for braceros who worked US fields during WWII." San Francisco Chronicle, December 1, 2019, <https://www.sfchronicle.com/nation/article/Time-running-out-for-braceros-who-worked-US-14873860.php>

³⁰ D'Vera Cohn, Jeffrey S. Passel and Ana Gonzalez-Barrera. "Rise in U.S. Immigrants From El Salvador, Guatemala and Honduras Outpaces Growth From Elsewhere." Pew Research Center, December 7, 2017, <https://www.pewresearch.org/hispanic/2017/12/07/rise-in-u-s-immigrants-from-el-salvador-guatemala-and-honduras-outpaces-growth-from-elsewhere/>

diversity and people learning from past mistakes. Education literature needs to reflect the past, present and future.

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